

to address these areas of opportunity. This continuous improvement process is also useful in identifying staff training needs.

The WIA Administrator has compiled the quarterly performance since PY 06 on a spreadsheet to assist in tracking performance over time to help identify any trends that may exist so that further corrective action can be taken.

21. Describe any other policies regarding your One-Stop and training programs.

N/A

V. YOUTH SERVICES

Please prepare a comprehensive Youth Services Plan, addressing the needs of both youth-in-need and all other youth, covering areas of education, vocation, and support services, the concept of continuous improvement.

Our Local Area plan includes collaboration and coordinated services with other community organizations to provide comprehensive services for our youth. Thorough partnerships, programs and services are enhanced and continuous improvement is gained.

AGENCY	SERVICES
Adult Education	Adult Education provides orientation at the <i>About Face</i> program locations informing participants of services provided by Adult Ed. They also provide basic skills assessment (pre & post testing), and pre-testing for GED and/or Competency Based training for the Out-of-School program. Remediation training and GED/CB classes are provided at the High Schools in addition to the Adult Education classrooms.
Department of Education	The <i>About Face</i> In-School program is conducted at the High Schools, which allows for sharing classroom space and resources. DOE makes referrals to the In-School and Out-of-School program.
Foster Care	Child Protective Services and Hale 'Opio make referrals to the Out-of-School youth program and receive referrals as well from <i>About Face</i> . Follow-up is provided and referral to other appropriate community agencies is made depending upon individual youth need.
TANF	In-School students participating in the TANF after school programs receive curriculum support, while WIA assists those eligible students with work readiness, life skills and work experience. (co-enrolled) The Out-of-School program refers TANF participants to work with the First-to-Work program and/or One-Stop Job Center and Consortium partner agencies for work experience, job development, placement and follow-up.

AGENCY	SERVICES
Family Courts/OYS; Hale 'Opio, Inc. Teen Court; Drug Court; Circuit Court	Referrals are made to the In-School and Out-of-School programs; reduced sentences in exchange for participation and completion of program (younger and older youth)
Alu Like, Inc.	<i>About Face</i> In-School and Out-of-School program staff makes referrals to Alu Like for work experience, the summer school program and for training at KCC; Alu Like likewise refers youth to the <i>About Face</i> programs.
Kaua'i Community College	<i>About Face</i> staff refer Out-of-School youth to KCC to attend classes and/or participate in an apprenticeship. KCC mentors each About Face class, providing them an orientation to the college campus.
Kamehameha Schools	<i>About Face</i> networks with Kamehameha Schools for college scholarships for eligible participants and for Nova Net provided at Kapa'a High School.
Kaua'i Economic Opportunity Inc. & Hale 'Opio, Inc.	Referrals are made to these agencies to assist In-School and Out-of-School youth participants with housing needs and pre-vocational services; KEO supplies food for the summer In-School program.
WorkWise! – Kaua'i's One-Stop Job Center	WorkWise! staff attend the last day of the <i>About Face</i> Out-of-School program to provide an orientation on the One-Stop services, register participants and schedule appointments. Training, supportive services, job development, placement services and follow-up.
Rural Development Project	RDP assists with course tuition for WIA youth & adults.
Boys & Girls Club	Referrals are received for participation in the <i>About Face</i> program; and <i>About Face</i> makes referrals for In-School and Out-of-School youth to participate in art, cultural, sports and recreation programs.
Carpenters' Union	Provides assessment and remediation for older youth who have obtained their diploma and are participating in the union apprenticeship.
KWIB Employers	<i>About Face</i> staff work with some Board members to place Out-of-School program participants into unsubsidized employment and In-School youth in work experience. Board members also assist in providing training such as financial literacy and work readiness. The goal is to expand this collaboration.
County of Kaua'i After School Programs	<i>About Face</i> staff refer participants in the In-School and Out-of-School program to the many Malama Na 'Opio programs sponsored by the County (recreation, sports, arts, culture, work experience etc.).

1. Describe the responsibilities the LWIB has delegated to the Youth Council. Provide a roster of your current Youth Council. [Ref: WIA Reg. 664.110].

The Youth Council is a subset of the Local Board and assists in crafting a system that serves the needs of local youth. The Youth Council is comprised of community volunteers, many of whom are also members of KWIB.

* Attachment # 4 Youth Council Roster

The KWIB retains the responsibility for oversight and relies on the Youth Council for recommendations on youth policy related to:

1. Developing and recommending local youth employment and training policy and practice,
2. Broadening the youth employment and training focus in the community to incorporate a youth development perspective,
3. Establishing linkages with other organizations serving youth in the local area,
4. Identifying the range of issues that can have an impact on the success of youth in the labor market,
5. Monitoring performance of the contracted youth service provider.

2. Define how the LWIB documents that a youth is “deficient in basic literacy skills” [Ref: WIA Reg 664.205].

A youth will be assessed as deficient in basic skills according to the following criteria:

- 1) The youth computes or solves problems, reads, writes or speaks English at or below the 8th grade level on an acceptable standardized test,
- 2) Is unable to compute or solve problems, read, write or speak English at a level necessary to function on the job, in the individuals family or in society.

Basic literacy skills are measured using an appropriate standardized assessment instrument, such as the Comprehensive Adult Student Assessment System (CASAS) or Test of Adult Basic Education (TABE).

3. Define the criterion for deficiencies. [Ref: WIA Reg. 664.210]

- GPA below 2.0
- More than 10 days absent in a quarter
- Failure in one or more core subjects
- Referrals for behavioral or academic problems

- No previous work experience
- Less than 6 months of consecutive employment
- One parent who has been unemployed for at least 6 months
- Fired from previous employment

4. *Identify the serious barriers to employment (eight eligibility criterion for youth who are not low income) which will qualify up to 5% of youth who are not low-income individuals. [Ref: WIA Reg: 664.220(h)]*

Up to five (5) percent of youth participants served by the youth program in our local area may be individuals who do not meet the income criterion for eligible youth, provided that they are within one or more of the following categories:

1. School dropout
2. Basic skills deficient, as defined by WIA
3. Are one or more grade levels below the grade level appropriate to the individual's age
4. Pregnant or parenting
5. Possess one or more disabilities, including learning disabilities
6. Homeless or runaway
7. Offender

5. *Describe and assess the type and availability of youth activities in the county [Ref: WIA Reg. 661.350 (a)(7)].*

Kaua'i has many excellent activities and programs for youth available throughout the island, with several additions made when the County Drug Response Plan went into effect in 2004 such as The "Malama Na 'Opio" after school program. Developed by the Office of Community Assistance Recreation Agency, it is now operated by the County's Parks and Recreation Department. Goals of this program are to:

- Provide after school activities and transportation for youth from Kaua'i's Middle and High Schools in five areas: North Shore, Eastside, Central, Southside, and Westside,
- Work in partnership with other providers of existing activities for youth.

The following briefly describes other types of youth-oriented activities and services available for Kaua'i's youth:

County Neighborhood Centers: Nine neighborhood centers around the island are managed by the County Parks and Recreation Department. The centers conduct many youth activities throughout the year such as Sports Clinics, Track and Field Events, Volleyball and Teen Dances.

The Summer Enrichment Program: A County-sponsored program offered to boys and girls kindergarten through 11 years of age at the neighborhood centers. The program includes a Hawaiian themed curriculum where children learn history, dance, food, and outdoor games, and directed crafts. There are also educational excursions planned weekly. Youth ages 12 – 17 are able to assist as program aides.

Junior Lifeguard Program: For boys and girls ages 13 through 18. Participants learn first aid, CPR, and basic water safety.

PAL League (Police Activities League): The league offers various sports activities including flag football, community basketball, and wrestling.

Alu Like, Inc. : Alu Like provides services to economically disadvantaged Hawaiian and part Hawaiian Youth. They offer a Summer Program to approximately 350 eligible youth and provide paid work experience in the community.

Kaua'i Economic Opportunity, Inc.: Provides an after school life skills program, in partnership with the canoe clubs, Department of Health, Boys and Girls Club and others.

Boys & Girls Club: The program serves the three school complexes and has a mobile unit serving outlying communities as well. Programs include:

- Sports, Health & Fitness
- Power Hour (study time)
- Character & Leadership Development
- SMART MOVES (Skills Mastery and Resistance Training)
prevention/education program for drug/alcohol abuse and premature sexual activity.
- CareerLaunch (career exploration and mentoring)

Hanalei Hawaiian Civic Club: Programs offering tutoring, canoe paddling, strength training, and a drug and alcohol-free club.

YWCA offers a Girlz Dayz Camp: Held in July for girls between the ages of 7 and 16.

Other Youth Organizations:

AYSO Youth Soccer	Kawaihau Little League
HYSA Youth Soccer	West Kaua'i Youth Baseball
Pop Warner Football	Līhu'e Pony League
YMCA Roller Hockey League	Girls Softball

Recreational Activities: Many recreational activities are available throughout the community:

Aerobics	Hula	Martial Arts	Gymnastics
Ballroom Dancing	Japanese Dance	Photography	Sewing
Crafts	Karaoke	Ukulele	Yoga
Filipino Dance	Line Dancing	Taiko Drumming	

To keep the Kaua'i community informed about youth programs on the island, KWIB through the Youth Council, developed and published a Kaua'i Youth Directory. Due to printing costs and the challenge of keeping information current, the directory was converted to a website: kauaiyouthdirectory.com. In PY 06, Ad-Ventures Publishing offered to print an updated youth directory, without charge, at the front of its telephone directory and will continue to do so in the future as a service to the community.

- 6. Describe how local agencies cooperate to provide youth with needed services on a seamless, continual basis throughout the individual's developmental years. Describe planned innovations in the collaborative delivery of services to youth. Does the Local Area give extra points to proposals from coalitions of providers using collaborative strategies to provide youth services? Does the Local Area use contract negotiations to cement collaborative ties between agencies? Describe improvements in the collaborative delivery of services to youth in the past five years.***

Strong partnerships have been developed over the past years, as identified under #1 in the collaborative and coordinated approach to providing youth services. Communication and collaboration have been key to the success of the About Face program which provides both the in-school and out-of-school youth programs. Their staff works closely with community agencies and One-Stop partners to provide a comprehensive program, offering opportunities for work experience and job placement in unsubsidized positions.

Such collaboration includes:

- Kaua'i Drug Response Plan initiated in 2004. Numerous community organizations work on drug prevention, treatment, enforcement and integration. A Summit was held in Fall 2006 to report on the progress made and to revise action plans as necessary,

- Utilization of all community agencies and youth partners to actively recruit eligible youth on Kaua'i to assure island-wide awareness of the programs and summer activities,
- Development of worksites in the private and non-profit sectors enabling youth to apply their occupational skill training. Training plans are developed with the work sites to provide quality hands-on work experiences,
- Coordination with community resources to address youth employment barriers. Transportation, childcare and work attire are a few areas in which youth receive assistance,
- On-going counseling services are provided throughout the program to assist a participant with personal or professional problems,
- Leadership development opportunities, including activities such as self-esteem building, team building, critical thinking, problem-solving, time management, work behavior training and service learning projects.

Linkages:

Programs ensure appropriate links to entities that will foster the participation of eligible youths. Linkages may include, but not be limited to, the following organizations:

- Family court branches
- County police department
- County housing department
- DOE district offices and local secondary schools
- The YMCA youth leadership and outreach programs
- Native Hawaiian youth programs through Alu Like and the Polynesian Voyaging Society
- Kaua'i Community College (and other campuses if applicable)
- Boys and Girls Club of Hawai'i, Kaua'i Branch
- Hawai'i Community Development Corporation (HCDC)
- Hawai'i National Guard Youth Programs
- Hale 'Opio Kaua'i, Inc
- Habitat for Humanity
- Human Services agencies dealing with foster care, welfare, etc.
- YWCA youth leadership and outreach programs
- Queen Lili'uokalani Children Centers
- County Parks and Recreation
- CPS - Child Protective Services
- School-to-Work concept programs

In the RFP process for the 2006-2007 program year, the Local Area gave extra points to proposals where collaborative strategies were provided; it had not done so in the past.

7. Describe how Reed Act funds are being used for youth. Include how initiatives that are supported by Reed Act funds will become self-sustaining.

Three of KWIB's five labor pool expansion projects that will be implemented in 2008 relate to youth.

- Out-of-school youth

Expand the existing youth work readiness program including: summer employment opportunities directly linked to academic and occupational learning; work experiences including coordination of internships and job shadowing; literacy and numeracy assessment; leadership development opportunities which

may include such activities as positive social and workplace behavior, decision making, teamwork and other activities; pre-vocational and work readiness assessment counseling; career exploration and job placement services.

KWIB will work to identify other funding sources including working with business partners to establish tuition, scholarship, and tuition reimbursement programs primarily funded by the businesses who directly benefit.

- At-risk-youth (those contemplating dropping out of high school)

Establish a pilot work-study project designed to increase participation of at-risk youth by redirecting potential dropouts towards a productive life through emphasis on lifelong learning. Each project participant will receive job search assistance, referral and placement with an employer. While in the classroom for part of the day, the participant will develop work readiness skills and then for the remainder of the day, will apply those skills in the work setting.

Upon successful completion of the program, the participant will have developed valuable work skills and will have secured, or will shortly thereafter secure permanent employment, thereby expanding Kaua'i's labor force. In addition, the participant will receive a State of Hawaii high school diploma or GED credential that verifies his/her acquired job search and work readiness skills.

Once the funding period ends, participant referrals from applicable agencies will continue while the "Job Counselor" function will be integrated into the One-Stop's staff.

- In-school youth

Prepare middle and high school youth to meet the future workforce needs of existing Kaua'i industries. Youth will examine various career options and identify viable career paths through existing and evolving programs. Experiential opportunities will be provided to develop skills in critical thinking, problem-solving, team-building and self-directed learning as well as to identify and then reinforce the critical skills needed for jobs on Kaua'i particularly in the six growth

industry clusters: Food & Agriculture, Health & Wellness, Sports & Recreation, Arts & Culture, High Technology, and Renewable Energy.

These programs will be supported and maintained by public-private sector partnerships. This sustainability model has already been demonstrated and is operating successfully with the County's existing Adopt-A-School Program.

8. *Describe the process that the LWIB uses to provide effective youth services and meet performance outcomes.*

The Youth Council has been reorganized and is comprised of representatives from key community organizations and employers that are committed to youth. As the members network and collaborate with one another, the synergy created will be utilized to move our youth program forward.

During 2008, the Youth Council will be tasked with overseeing the implementation of the three Reed initiatives above, in addition to overseeing the existing youth program. Involving more employers in the youth programs will be essential. We will also focus on the criteria for effective service to each youth, as defined in Section VIII.G.6 of the State Plan, which includes:

- a. the presence and support of a caring adult,
- b. the integration of academic and occupational learning,
- c. opportunities for contextual work-based experiences,
- d. individual career planning and the accompanying guidance and counseling services,
- e. the influence and support of work-site mentors,
- f. the support of a cohort peer learning group which builds teaming skills, work habits and attitudes,
- g. recognition and rewards,
- h. activities that are appropriate to the individual's age and stage, and
- i. continuity of service, including a) timely intake and exit, and b) transition to the next provider, should the provider's contract end and a new provider take over.

9. *Separately describe the activities of the LWIB's comprehensive plan for a) in-school youth and b) out-of-school youth. Identify the separate age-appropriate activities within each plan. Describe how each of the activities will be accomplished. Describe the year-round program, including the summer component. Describe how any coordination occurs with the agencies listed at IV.14.*

KWIB's plan follows the "New Strategic Vision" for the delivery of youth services, which is that out-of-school youth and those most at risk of dropping out are an important part of the new workforce "supply pipeline" needed by businesses to fill job openings.

WIA funded youth programs help provide leadership by serving as a catalyst to connect these youth with quality secondary and post-secondary education and with high-growth and other employment opportunities.

The Hawai'i National Guard "About Face" In-School Program:

The In-School Program is offered to youth from ages 14 -18. In order for a youth to be eligible for this program the participant must be low income and:

- 1.) aged 14 -18
- 2.) deficient in basic literacy skills (math and/or reading)
- 3.) currently enrolled in school

In-School Activities The In -School youth program serves youth who are still enrolled in school. Comprehensive case management is provided, along with counseling, mentoring and assessment for needed assistance. The About Face Instructors coordinate with the school to follow the participant's academic growth. After school workshops are offered during the school year to cover topics such as critical thinking, life skills, decision-making, employability skills and supplement topics to assist in school work. A summer youth employment component provides participants opportunity to demonstrate their work readiness and apply the skills learned throughout the school year.

Due to significant funding reduction, the in-school program will likely be phased out by PY 08, while follow up services for current participants will continue to be funded.

After School Workshops/Summer Program: During the school year, this training includes 16 after-school classroom sessions (approx. 32 hours), 4 after-school work experiences with an employer 2 to 2.5 hours in length each (approx. 8 hours), and 2 Saturday work experiences with an employer approximately 6 hours each (approx. 12 hours).

The summer component is 3 weeks in length and includes 15 daily sessions of 6 hours each. The first week (5 days) consists of classroom activities to prepare the students for the work experience. The remaining 2 weeks (10 days) consists of the work experience training.

Incentives: The program design includes a financial incentive to encourage participants to remain with the program which helps to prevent program dropouts. In addition, a formal graduation ceremony is held at the end of the program, which includes award

presentations, guest speakers, displays of projects, testimonials and other highlights from the program. Family, friends, community members, worksite supervisors, Guard mentors, etc. are all invited to attend this celebration. Both staff and participants prepare for and anticipate this exciting conclusion to the program.

Case Management: Case management and a client-centered approach are utilized. The Program/Case Managers utilize the “Individual Service Strategy” (ISS) tool to identify student needs and to assure those needs are met, whether it is remediation in reading and/or math, basic employability skills, or a referral for eyeglasses.

Meetings with Guidance Counselors, Teachers and Administrators are scheduled as deemed necessary. Methods aimed at ensuring high rates of program completion are incorporated into the design of this program. These include careful monitoring of attendance and punctuality, one-on-one counseling, and consultations with the parent/guardian if necessary. Constructive, positive feedback is provided to participants through regular, weekly counseling sessions conducted by the Program/Case Manager. Typically, if there is a problem that may lead to the participant's failure to complete the program, it is identified during these sessions. Prompt action is taken by the staff to help the youth overcome the problem and continue with the program.

Curriculum

School Planner
Computer Literacy
Smoking Prevention
Life Skills
Academic Remediation
Work Exp. Field Kit
Using the Internet
On-Line Instruction
Career Directions
Work Exp. Activities
Mentoring Activities
Direction

Work Experience

Interpersonal Group Dynamics
Pregnancy Prevention
Core Work Skills
Life Skills
Academic Remediation
Work Experience Field Kit
On-Line Instruction
Work Experience Activities
Mentoring Activities
Parent Workshops

SummerWork Experience

Business Perspectives
Exploring Careers
Effective Employee Skills
Job Searching Skills
Work Experience Field Kit
Work Experience Orientation
On-Line Instruction
Work Experience Activities

Work Experience: Upon completion of the employability/work readiness classroom instruction, participants transition to work experience with public or private organizations for the remainder of the program. In preparation for the Work Experience, staff perform the following:

- Develop training plans and competencies for each site,
- Secure, train and supervise staff to counsel participants at worksites,
- Develop and secure worksite agreements with participating worksite supervisors,
- Maintain records necessary to document attendance and competency acquisitions,

- Provide participants with information explaining the goals and objectives of the work experience as well as the policies of the worksite.

The Hawaii National Guard About Face Out-of-School Program

The Out-of-School program is offered to youth from age 16 -21. These students are no longer attending school, whether they have dropped out or have graduated, but are basic skills deficient, unemployed, or underemployed.

Curriculum for the two (2) week class specifically addresses Work Readiness and Occupational Skills to prepare the participant for the work experience and job placement that follow. Goals are addressed and achieved through interactive training modules described below, followed by actual participation in work experience for youth not deficient in basic skills. This approach allows the participants to only receive training in employability skills, as well as begin to immediately apply those skills in the workplace.

GED Preparation and Credential Attainment: GED Preparation software and materials are available for use by participants who need such resources. Case Managers encourage youth who do not have diplomas to attain their GED equivalency credential. Staff also assist participants with GED test registration. Youth are also counseled and referred (as appropriate) to enroll in short-term training programs such as Certified Nurse Aide (CNA) that are offered through the One-Stop system by KWIB-approved eligible training providers.

Incentives: Financial incentives are provided throughout the program to encourage participation and completion. The incentives plan is structured to reflect the payment system from which a participant would receive compensation as an employee, with show attendance and/or timesheet documents submitted at the end of regularly scheduled pay periods and checks issued on paydays.

In addition, a formal graduation ceremony is held at the end of the program. Activities include award presentations, guest speakers, displays of projects, testimonials and other highlights from the program.

Curriculum

Pre-Employment Work Maturity Skills: *Job Search* and *Effective Employee* modules, which include demonstration and practice of work maturity skills, focus on employment skills that youth will need as they prepare for employment.

The *Job Search* topics are practice-oriented and activity-based, and whenever possible they use the perspective of business volunteers who are invited to speak to the classes about the hiring process. These include:

- job search methods,
- completing job applications, resumes and correspondence,

- telephone techniques,
- interviewing skills and
- job search follow up activities.

The *Effective Employee* module addresses skills as they relate to retraining employment once secured. Topics include:

- getting along with others,
- understanding human behavior,
- appropriate employee behaviors,
- attire,
- self-esteem,
- goal setting,
- advancing in the organization, and
- time and stress management.

Career Exploration: Career exploration activities begin with a review of the labor market and then participants are introduced to the types of jobs available, where they are, the pay and benefit ranges, what it takes to be qualified for those jobs, and the future outlook for employment. This is supplemented by participating employers from the local community who visit the classes to discuss employment opportunities within their firms. They also discuss normal business operations and give advice on how to prepare for the world of work. Youth may also make on-site visits to area employers or the One-Stop Job Center to explore careers and observe how businesses operate.

Working Basics Life Skills: Youth are introduced to the kinds of decisions they will make as responsible adults. Life Skills topics include:

- personal financial management,
- insurance and its role,
- comparing cash and credit purchases,
- when and how to seek legal assistance,
- understanding tax forms, contracts, warranties, and utility bills

Work Experience: After the initial employability/work readiness instruction, participants transition to work experience with public or private non-profit organizations for the next two (2) weeks of the program. In preparation for the Work Experience, staff perform the following:

- Develop training plans and competencies for each site,
- Secure, train and supervise staff to counsel participants at worksites,
- Develop and secure worksite agreements with participating worksite supervisors,
- Maintain records necessary to document attendance and competency acquisition,
- Provide participants with information explaining the goals and objectives of the work experience as well as the policies of the worksite.

Provider Discretion

Program operators have the discretion to determine what specific services will be provided to a youth participant based on each participant's objective assessment and individual service strategies.

Evaluation

Programs review the progress of each participant in meeting the objectives of their service strategy. Modifications to the individual's plan are made to ensure appropriate services for the participant. Customer service evaluations are administered for each service the participant enters. Follow up services continue for at least 12 months after program exit.

Program Design

Year-Round Operation: The activities are conducted on a year-round basis and meet all specified program elements as described in the following:

- Essential Elements
- Program Elements
- Evaluation
- Program Linkages

Participant and worksite satisfaction surveys are conducted.

- Weekly monitoring of worksites is conducted to ensure work assignments/internship are in compliance with the current child labor laws.
- Pre/Post testing to measure basic skills and work employability skills are conducted on all participants.

Summer Activity

These activities are conducted between the months of June-July and meet all specified program elements listed in the comprehensive plan:

- Essential Elements
- Program Elements
- Evaluation
- Program Linkages
- All other program elements specified under Year-Round Activities under this section

10. Describe how the LWIB will ensure that at least 40% of total youth funds will be directed to out-of-school youth.

Our Local Plan adheres to the Hawai'i State WIA Plan that a minimum of 40% of the youth funds be directed to out-of-school youth. Since 2005, KWIB has designated 70% of youth funds to the out-of-school youth program.

Due to diminishing funds, the Hawai'i National Guard, Kaua'i's youth program service provider, has informally requested that KWIB increase the percentage allocation of funds for the out-of-school program to 95% with the remaining 5% to be used for the 12-month follow up of exiting in-school youth. Since the DOD receives substantial funding for the in-school program from another funding stream, they would continue to operate the in-school program utilizing that other funding source.

Although the Hawai'i National Guard has yet to submit a formal proposal requesting the change, it is likely that this change will be implemented for the 2008 Program Year.

WIA [Ref: WIA Reg. 664.300] defines out-of-school youth as an eligible youth who:

- a. Has withdrawn from school through completion of the Department of Education's Form 4140 (Exception to Compulsory Education); or
- b. Is a high school graduate or holds a GED/Competency Based High School Diploma, but is:
 - 1) Deficient in basic skills
 - 2) Unemployed, or
 - 3) Underemployed. Under employed is an individual who is:
 - a) Seeking full-time work, but working 19 hours or less;
 - b) Working part-time, but whose income is below the lower living standard for Hawai'i; or
 - c) Working, but the person's skills qualify the person for higher level jobs.

11. Describe the youth program(s)' connection to the county One-Stop system

The Youth program's connections with the One-Stop Job Center include:

- Including use of the One-Stop Job Center services in the Individual Service Strategy (ISS), the goal being for the youth to be able to utilize it as a life-long employment tool,
- Utilizing the One-Stop Job Center as a resource for career awareness, job referral, and labor market information,

- Utilizing the One-Stop to establish linkages with schools, community-based youth services organizations, and school-to-work systems,
- Having the One-Stop Job Center conduct outreach efforts for out-of-school youth,
- Touring the One-Stop Job Center.

12. Describe the LWIB's workforce-related prevention strategy towards lessening school drop-out rates.

School dropout is a complex social problem for which there is no simple solution. The DOE and the community need to continue to work collaboratively to identify potential dropouts and provide prevention programs. After- school and mentoring programs, learning centers, parent support project/association and DOE teachers/faculty taking notice and action are also key to identifying potential dropouts.

Community programs that assist in identification and implementation of preventative measures include agencies such as Hale 'Opio, Inc., the Boys and Girls Club, Kaua'i's Drug Prevention Coalition, Child Protective Services, Family/Drug/Teen Courts, Alu Like, Inc. and Kaua'i Economic Opportunity, Inc.

One strategy is to ensure a strong in-school youth service program, such as About Face, to equip students to make informed decisions based on the related consequences, and to incorporate career exploration and planning for the future in the curriculum, in addition to basic skills remediation and academic strengthening.

We also need to look at, and address, the more systemic problem: What is, or is not happening in the schools that results in students wanting to leave school before graduation? If we do not get to the cause of their discontent with school and/or education, we will continue to have to deal with its symptom – dropouts.

Encouraging parents and businesses to get more involved in the schools may help to instill in these at-risk youth a greater sense of education's relevance.

13. Describe the LWIB's strategy for providing youth participants with a broad spectrum of employment experiences to help shape career paths.

KWIB works with the Department of Education and Kaua'i Community College to provide assistance in developing career pathways within the schools and extending student learning into the community by providing hands-on work experiences. Engaging students in vocational related activities, such as informational interviews, job shadowing, internships, attending job fairs, participating in mock interviews, attending presentations

on industry and labor market trends and future opportunities, is a means to stimulate interest in school, continuing education, employment possibilities and life-long learning.

14. Describe the LWIB's strategy for providing youth participants access to career, employment, and labor market information.

WDD and WorkWise! staff and KWIB and Youth Council members attend high school job fairs to reach out to students to introduce them to an array of employment, educational, and career options. In addition, WDD and WorkWise! staff explain vocational resources, register those interested, provide labor market information and explain the full array of services available to them through Kaua'i's One-Stop Job Center. During the Spring semester, WorkWise! staff also meet with High School seniors not planning to continue their education to discuss employment and training options available to them.

In addition, KWIB has been organizing industry tours for DOE and KCC faculty and career/guidance counselors to keep them abreast of the current and future labor market, and training and employment needs so they can better assist their students in career exploration. Tours offered thus far have included: High-technology, Healthcare, Construction, and Sports & Recreation (within the hospitality industry). Future events will target Food & Agriculture, Renewable Energy and Culture and the Arts.

The County's Team Tech and Team Health programs also bring professionals into all the public schools to provide career awareness opportunities and to convey the relevance of education to the work setting.

15. Describe past activities and current plans to support the introduction and embedding of continuous improvement concepts into your youth program.

The service provider and WIA Administrator review the quarterly performance report to identify where our programs are not meeting performance goals and research data to determine potential cause(s). Through discussion with staff, an action plan is developed to address these areas. This continuous improvement process is also useful in identifying staff training needs.

The WIA Administrator has compiled the quarterly performance since PY 06 on a spreadsheet to assist in tracking performance over time to help identify any trends that may exist so that further corrective action can be taken.

- 16. Describe any other policies regarding your youth program. For example, a local area might target 30% turnover in participants each year; or decide to spend 100% of total youth funds on out-of-school youth.***

As stated previously, due to diminishing youth program funds, KWIB may consider increasing out-of-school program funds to 95% with the remaining 5% to be used for the 12-month follow up of exiting in-school youth for the next program year.

VI. OTHER SERVICES

1. Describe steps you will take to encourage participants to seek further training to prepare them for higher-paying jobs; e.g. place in higher education or apprenticeships

- KWIB will undertake a major project to generate real-time LMI to identify occupations in demand now and within the next 5 years, as well as determine whether the demand will be sustained over time. This information will be utilized to structure training and educational opportunities to support those needs.
- Continue collaborating with DOE and KCC to coordinate and expand outreach efforts and awareness within the schools and community to promote education, training and apprenticeship opportunities;
- Encourage board members to participate in career pathway activities and provide job shadowing, internships, work experiences and mentoring to broaden student understanding and encourage the value of education and life-long learning;
- Continue to hold job fairs and expand adopt-a-school programs to promote career exploration and growth;
- Work with businesses/employers to provide incumbent worker training; provide resources and incentives when possible;
- Expand our breadth of influence by encouraging business associations and service organizations that already support education through scholarships to also provide career shadowing, mentorship, etc. opportunities.

2. Describe how faith-based and community-based organizations will be included in your workforce investment system.

Successful implementation of our Reed Act project to integrate the underrepresented populations into our labor pool will be dependent upon our ability to effectively collaborate with faith-based and community-based organizations. The Kaua'i Planning and Action Alliance (KPAA) has an extensive directory of agencies that will be used to identify appropriate partners in this effort.

3. Describe current and planned policies and practices, not described elsewhere, to support your goals in Section I, especially regarding:

a. *Economic Development*

Faith-based and community-based organizations provide meaningful partnerships in workforce and economic development. Successful collaboration on the Kaua'i County Drug Response Plan and the Prisoner Re-Entry grant proposal (though not awarded), demonstrate value of such partnerships. Effective partnerships broaden outreach to the local community, with many benefits gained in a working relationship, such as:

- Faith-based and community-based organizations (FBCOs) provide services to job seekers *prior* to seeking assistance at the One-Stop Job Center, *during* their participation and maintain long-term relationships *after* they exit programs. This type of relationship may assist in exceeding WIA performance measures by providing “wrap-around” services that assist in securing long-term employment and retention.
- FBCOs are mission-driven organizations and are generally well connected to the communities where customers live and have a reputation for going to extraordinary lengths to meet their needs.
- They are compassionate and serve individuals who can be hard to reach and difficult to serve, including ex-offenders, at-risk youth, homeless persons, immigrants and welfare recipients.
- FBCO service delivery mechanisms can be instrumental in enabling the One-Stop Job Center to enhance access to programs, expand services, and leverage resources.
- FBCOs provide services during the evenings and weekends, outside the One-Stop Job Center's working hours, thereby expanding the workforce investment system's capacity.
- These demand driven organizations have programs that have operated since prior to the availability of public funding streams; they are, therefore, not dependent on government money to keep their programs going.

b. *Worker supply*

Expansion of our labor supply is a high priority due to the extremely low unemployment on Kaua'i and the estimated 3000 new jobs in the next 5 years, primarily in the service industries. Our five-pronged approach will require collaboration with and between many agencies and organizations.

c. *Education, and*

Critical to our labor pool expansion efforts will be the availability of more OJT, apprenticeship, work experience, mentoring, tutoring, job shadowing, etc. programs to provide successful transitions into the workplace.

d. Other local priorities.

Through the planned public relations and marketing campaign, we need to convey the message that to ensure we have a workforce capable of meeting the island's demands now and in the future, the community and businesses be actively involved in the process and support the efforts of government and the schools.

A comprehensive compilation of current labor market information through industry forums, employer interviews and surveys, job seeker interviews and service provider interviews will be the basis of analysis to develop an action plan for Kaua'i's future workforce development initiatives.

4. Describe other services, activities and projects not described elsewhere in this plan

The One-Stop system will continue to develop enhanced employer services, increased outreach and methods to attract individuals who are currently not participating in the workforce nor pursuing education. Incumbent worker training will be encouraged and customized training expanded.

VII. PERFORMANCE GOALS AND LEVELS

The performance levels for the State apply to all the Local Areas.
[Ref: WIA Reg. 661.350(a)(4)]

Hawaii's Negotiated Performance Levels, PY 07 and PY 08

WIA		PY 2007	PY 2008
ADULT	Entered Employment Rate	78.0%	79.0%
	Employment Retention Rate	84.0%	85.0%
	Employment and Credential Rate	61.0%	62.0%
	Average Six Months Earnings	\$10,500	\$10,800
DISLOCATED WORKER	Entered Employment Rate	78.0%	79.0%
	Employment Retention Rate	85.0%	86.0%
	Employment and Credential Rate	65.5%	66.0%
	Average Six Months Earnings	\$13,500	\$14,000
OLDER YOUTH	Entered Employment Rate	72.0%	73.0%
	Employment Retention Rate	80.0%	80.5%
	Credential Rate	68.0%	69.0%
	Earnings Change	\$3,200	\$3,300
YOUNGER YOUTH	Skill Attainment Rate	70.0%	70.5%
	Diploma or Equivalent Rate	42.0%	44.0%
	Retention Rate	50.0%	51.0%
CUSTOMER SATISFACTION	Participants	82.0%	82.0%
	Employers	72.0%	72.0%
WAGNER-PEYSER	Entered Employment Rate	59.0%	60.0%
	Employment Retention Rate	81.5%	82.0%
	Average Six Months Earnings	\$12,000	\$12,276

Although Local Areas will be collecting and reporting data for the new Common Measures, there are no performance levels that must be met this program year.

1. Provide a LWIB assessment of its Adult and Dislocated Worker WIA Performance Measures for the first five years of the WIA program, including a discussion of the LWIB's level of satisfaction with the outcomes and plans for meeting future targets. Please include the following:

a) Description and assessment of the type and availability of adult and dislocated worker employment and training activities in the County [Ref. WIA Reg. 661.350(a)(5)]

As the smallest of the Counties, Kaua'i has only one Job Center providing Adult and Dislocated Worker programs through WDD, and one community college providing most post-secondary training on the island.

Since 2005, the State has experienced an economic boom. Kaua'i's unemployment has been 2.6% or less during this time which has dramatically negatively affected the WIA formula funding for the island. And despite the low unemployment rate, Kaua'i is faced with significant underemployment where many workers do not make a living wage so find it necessary to work multiple jobs. This problem, coupled with the high cost of living on Kaua'i, exacerbate other social issues that impact the workforce – declining enrollment in higher education, increasing high school drop-out rate, latch key kids, domestic violence, high drug use, increased crime, etc.

With the growing economy and expansion of industries and businesses, the demand for both skilled and unskilled workers continues to grow as well. To address workforce development needs despite diminishing financial resources, greater emphasis has been placed on enhancement of employer services, remediation of basic skills in adults and younger workers, work readiness, short term training and direct placement of dislocated workers in employment.

Beyond core and intensive services, focus during the past two WIA program years has been to provide training opportunities through the Eligible Training Provider that result in the award of credentials in high demand, have the greatest potential to increase average earnings, and provide transferable skills to help assure employment in our dynamic workforce. As a result, courses on the long term training matrix have been scrutinized to meet these criteria and are therefore limited to healthcare, education, transportation, and trades-related courses.

b) Assessment of the County One-Stop system's strengths and weaknesses

Strengths:

- Easy access to the One-Stop Job Center and to partner agencies;
- Equipped with assistive technology for persons with disabilities;
- Diversity of skilled and trained staff;

- Long standing working relationship and partnership among partners and community agencies;
- Responsive education and training providers;
- Commitment to meeting the needs of local area job seekers and businesses;
- Collaboration and sharing/leveraging of resources.

Weaknesses:

- Partners within the One-Stop system are not co-located, making it more difficult to share resources, staff and minimize duplication;
- Funding reductions among all partners has resulted in limitation on resources and staffing;
- Each partner has their own program performance measures and goals to achieve which take priority;
- Implementing changes to a ‘demand-driven’ model takes time and training;
- Lack of shared management systems.

c) Identify planned improvements and capacity building, including a timeline and description of how this will incorporate the LWIB’s vision and goals described in Section I.

Emphasis continues to be on “triage” of clients and cross-referrals to partner and community agencies, regular communication with partners to provide updates, referrals, job leads, and news worthy information sharing.

Outreach efforts to employers, job seekers, and community organizations will be significantly enhanced in 2008 through our PR/Marketing campaign to promote and raise awareness about the wide array of services and training available through the One-Stop Job Center. This will include a comprehensive approach using mixed media

Partner staff capacity building will include: an overview of Kaua‘i’s Economic Development Plan and the revised KWIB Strategic Plan, review of current employer needs based on real-time data and other LMI data, and further skills training in: use of tools, assessment, development of employment plans, effective case management and documentation, job development, job placement, follow-up services and retention, servicing employers/businesses, working with the hard-to-serve clientele and effective interpersonal skills.

KWIB members and staff will also have an overview of Kaua‘i’s Economic Development Plan and the revised KWIB Strategic Plan, review of current employer needs based on real-time data and other LMI data, and an overview of HireNet Hawai‘i. The roles of partner agencies and the role of KWIB in the community will be addressed, as well. Key board members and staff are also scheduled to attend national workforce events to network with other WIBs and share best practices.

Performance Overview

Entered Employment and Credential/Diploma performance fell significantly short of the desired performance goals. In PY 06, all three programs failed to meet the Entered Employment goals (adult program in PY 05 as well) and the adult and dislocated worker programs failed to meet the Credential goals for both PY 05 and PY 06.

Program Design

- Errors in data entries into the record management systems - AOSOS in PY 05 and HNH in PY 06, as well as data conversion problems with the migration to HNH in July 2006 impacted the validity of performance data, as did subsequent systems problems that prevented data entry of certain service codes. Subsequent staff training by GeoSol, the system vendor was well-received and should result in more timely and accurate data entry and more valid performance results.
- Staff has had difficulty in providing follow-up with some participants after exit and/or when they transitioned from one service provider to another. Phone numbers have been disconnected and no forwarding addresses available.
- Case management, job development/placement and follow-up services required greater attention.
- Due to Kaua'i's current economic conditions, participants are more "transient" and likely to abruptly leave the program for "fast cash" prior to completing their individual education plan.
- The prevalence of cash jobs results in the under-reporting of employment and job retention.
- As greater proportions of clients served are those with multiple barriers due to the low unemployment, it has become increasingly more challenging to achieve employment-related performance measures.

Action to increase performance and enhance services:

- Focus on staff training and cross-training to improve case management, job development & follow-up
- Expand partner support, resource sharing and leveraging
- WDD branch manager and WIA administrator to provide closer supervision and monitoring

2. *Provide a LWIB assessment of its Older Youth and Younger Youth WIA Performance Measures for the first five years of the WIA program, including a discussion of the LWIB's level of satisfaction with the outcomes and plans for meeting future targets.*

The Hawaii National Guard, About Face Program took over as service provider for the Youth programs beginning in January 2004.

As Kaua'i's economy has strengthened since 2005, there was a corresponding drop in unemployment and an increase in the wide array of jobs opportunities that became available to youth. When faced with a decision to earn a credential or earn wages, many have elected to put education on hold and to work instead. Other youth found attending school while working was too difficult to manage.

Client characteristics demonstrate that a greater proportion of youth being served are those who have been out-of-school and hardest to transition due to multiple barriers, including deficiencies in basic skills.

To accommodate serving more out-of-school youth, KWIB voted in the Fall of 2004 to increase the allocation of funds to serve out-of-school youth from 50% to 70%. This allocation has continued since the greater allocation enables the neediest of youth to be served.

Plans for the future include continued collaboration and coordination of services with community organizations, DOE and One-Stop partners. Through these efforts, the youth program can be enhanced, resources shared, expertise provided to promote credential attainment, job placement and retention improved, and follow-up service provided.

a. Description and assessment of the type and availability of youth activities in the County. [Ref: WIA Reg. 661.350 (a)(5)]

As identified in Section V. Youth Services, many youth activities and services have developed over the years, particularly since the implementation of the Kaua'i County Drug Response Plan. Several well-established after school programs and community organized academic and prevention services are available to youth of all ages. Funding for these youth programs and transportation to enhance access was extended due to the favorable results attributable to frequency of use of services.

A listing of many of the youth activities and services available on Kaua'i is available at: kauaiyouthdirectory.org

b. Assessment of the county service delivery mechanism's strengths and weaknesses.

Strengths

- A wide array of youth activities are available around the island and offered by diverse groups
- Program leaders are committed to youth and continually seek opportunities to enhance services
- There is strong community support for youth programs

Weaknesses

- Transport of youth to applicable sites for services continues to be a challenge due to inconsistent ridership that makes planning difficult
 - Coordination of services between agencies and organizations is limited resulting in some duplication of services and inefficiencies in use of limited resources
- c. Identification of planned improvements, including a timeline and description of how this will incorporate the LWIB's vision and goals described in Section I.***
- A re-assessment needs to be made, with input from the youth, parents and service providers to identify what is needed to increase ridership and access within budgetary limits.
 - An opportunity exists to improve communication between agencies and organizations serving youth to minimize duplication of services, support referrals between agencies, and maximize breadth of services with the limited funding available.

VIII. MONITORING AND EVALUATION

1. *What are the LWIB's policies and procedures to assure that data entry into the state MIS is timely and accurate? Describe the frequency, scope and method of monitoring data entry. What ensures that corrective action is taken on a timely basis to address identified problems?*

The LWIBs, State WDD and WDC work together to promote continuous improvement and staff development on service strategies to achieve each funding program's negotiated performance.

The Workforce Development Division, Kaua'i Branch is responsible for operation of the Adult and Dislocated Worker programs under WIA funding and is therefore accountable for the performance of adults and dislocated workers served. The Hawai'i National Guard, through its subcontractor Paxen Group, Inc., is responsible for the operation of the Youth programs and is accountable for the performance of the youth populations served.

Staff have been trained on the use of HireNet Hawaii and the importance of timely and accurate data entry. WDD – Kaua'i Branch and Paxen Group, Inc. are responsible for facilitating the collection and compilation of all required performance data related to their respective programs.

Quarterly performance and client exit reports and numerator and denominator lists from WDD are reviewed by each provider at which time discrepancies in performance results should be identified, researched to determine if there is an actual problem with data, and appropriate action taken to resolve. The WIA administrator also reviews the information, makes requests to the service providers to research an issue if not already done, and to initiate action to correct discrepant data as needed. The WIA administrator will require written status reports from the service providers on these projects, henceforth.

There is a final opportunity to correct data when the year-end performance reports and numerator and denominator lists are issued. However, corrections at this point should be minimal if discrepancies have already been addressed on a quarterly basis.

If MIS system modifications are made during the course of the reporting period by GeoSol or at the State level that alter the database and the ability of the service providers to input data, then those system corrections must be addressed by the vendor and closed files reopened by the vendor before the manual data corrections can be made at the local level.

Annual data validation is performed by the State WDD office and by the WIA administrator.

2. ***Describe how the LWIB ensures the continuous improvements of the One-Stop Job Center, eligible training providers, and service providers. Include descriptions of the quality assurance provisions in the contracts, interim indicators of achieving performance levels, technical assistance, training, minimum operating guidelines, monitoring, incentives, and methods to ensure contract compliance.***

Performance is reviewed and discussed at the bi-monthly KWIB and Youth Council meetings. Each service provider attends the applicable meeting and reports on the program, participants, status, outcomes and performance. A report of the One-Stop Job Center is also provided by the WDD branch manager, with additional input from partner agencies. Board and Council members are encouraged to ask questions and seek clarification as needed. If a request is made for follow-up after the meeting, the WIA administrator provides email communication between bi-monthly meetings. The WIA administrator also reports on performance and compliance of each provider and Federal and State updates/reports/bulletins.

In addition, consolidating information gathered for reporting purposes and about customer satisfaction helps to identify opportunities for improvement and potential strategies to initiate change. Annual review of expected performance levels along with the annual contract “renewal” for Adult and Dislocated Worker program operations are used to facilitate performance outcomes improvement in a timely manner.

Adult/Dislocated Worker Service Provision

The Branch Manager is responsible for monitoring interim performance indicators as well, through effective and frequent case management and recording of incidents, follow-up on situations/events that could result in lack of participation, interruption or incompleteness of program/services. The WDD branch manager meets bi-weekly with WIA staff to perform case file reviews to monitor interim progress towards meeting performance measures. In addition, WIA staff have participated in, and will continue to attend capacity building training to improve their skills in case management, individual employment planning, job development and placement, and employer outreach. Communication between staff and the branch manager is encouraged and reinforced to assure performance is reviewed and monitored throughout the year.

Youth Service Provision

The KWIB engages in procedures to evaluate the youth services program operator through methods similar to that of evaluating the adult and dislocated worker program operator. In addition, Paxen (subcontracting agency) management team conducts monitoring on a monthly basis and submits reports to the About Face staff and WIA administrator to evaluate interim performance indicators. Along with performance

assessment against required criteria, information about customer satisfaction is also useful in assessing the overall effectiveness and quality of the youth services operator.

Providers monitor training and provide updates at the bi-monthly meetings as to the number of enrollments, upcoming training classes, training needs indicated by Board members and employers. The ETP Committee in collaboration with DOE and Kaua'i Community College representatives reviews training programs in relation to the changing needs of Kaua'i.

The contracts with the providers state the fiscal and reporting requirements, statutory and regulatory requirements, scope of service, program goals and objectives, performance goals and objectives and transition planning requirements.

3. Describe how the LWIB ensures the quality of its One-Stop Job Centers, eligible training providers, and service providers, including a description of the following:

- a. the process for addressing problem areas in performance outcomes and achieving course correction to ensure satisfactory annual outcomes,**
- b. frequency, scope and method of monitoring services, contract compliance, and performance**

The required performance measures are monitored on a quarterly basis upon receipt of the State WDD quarterly reports by the service providers and the WIA administrator. If any goals are not met in the quarter, the WIA administrator requests explanation from the provider indicating why the goal(s) have not been achieved and meets with provider to discuss what steps will be implemented to ensure improvement.

Interim performance meetings and communication between the WIA administrator and service provider are ongoing to track progress and identify other challenges. The youth provider sends monthly progress reports on attainment of goals and youth performance.

Technical assistance is provided as deemed necessary and whenever requested by the providers. Additional service strategies are discussed and planned prior to the commencement of the plan year to meet desired outcomes.

- c. how the LWIB establishes performance benchmarks for its One-Stop Centers and service providers**

Negotiated performance levels with the State provide the WIB with benchmarks against which to assess the overall performance of the service provider's services and

programs. In addition to information gathered for state and federal reporting purposes, the WIB gathers information which monitors the performance with respect to employer and participant interests and needs.

KWIB identifies its priorities and defines its expectations in the Annual Executive Summaries and conveys this on an ongoing basis at its bi-monthly meetings. Various publications and articles are circulated regularly to members to enable them to review best practices that are being utilized by other LWIBs and consider similar programs for our community.

d. how the LWIB provides feedback to providers about their performance, particularly with respect to their contribution to the LWIB meeting its targeted Performance Measures.

e. at what intervals the LWIB provides feedback and follow-up, and

After service provider presentations and quarterly performance reports at regularly schedule meetings, KWIB members have opportunity to ask questions of the service providers to gain clarification and then to convey concerns regarding performance. They also provide constructive feedback and recommendations to address the low performance.

f. how the LWIB identifies effective and ineffective providers, and what is done with this information

One of the challenges on Kaua'i is having limited options for service providers. A change of service provider was made in the past through the RFP process, based on KWIB's ongoing dissatisfaction with performance outcomes of that program.

Providing on-going feedback and reiterating expectations to the ineffective provider, and then identifying and addressing staff training needs is the means used to address this issue in our island environment.

IX. BUDGET

1. Identify all amounts and sources of funds that support your activities.

WIA Allocation for PY 07:

Adult Program: \$139,702.00

Dislocated Program: \$128,138.00

Youth Program: \$122,916.00

Local Administrative Costs: \$ 43,416.00

Federal Total **\$433,172.00**

County Funds* \$ 20,000.00

Total Administered by the County **\$453,172.00**

*Since PY 05, the County of Kaua'i has contributed \$20,000 annually toward the WIA administrator's salary due to WIA funding reductions

- Kaua'i Rural Development Project funding pays for the majority of training costs for WIA eligible participants

X. LOCAL PLAN DEVELOPMENT PROCESS

1. Describe the process used to ensure public comments on and input into the development of the local plan. Include a description of specific steps taken to include input from members of businesses and labor organizations.

The LWIB provided an opportunity for public comment and input into the development of the local workforce investment plan prior to its submission. [Ref: WIA Reg. 661.345(b)] The opportunity for public comment encompassed the following:

- Make copies of the proposed local plan available to the public (through such means as public hearings and local media);
- Include an opportunity for comment by members of the LWIB and members of the public, including representatives of business and labor organizations;
- Provide at least a thirty (30) day period for comment prior to submitting the plan to the Workforce Development Council;
- Be consistent with the requirement in WIA Section 117(e) that the LWIB make information about the plan available to the public on a regular basis through open meetings; and
- The LWIB must submit to the Workforce Development Council all comments received that express disagreement with the plan. [Ref: WIA Reg. 661.345(c)]

The local plan development process and content were discussed at KWIB Executive, KWIB full board, and Consortium meetings on the following dates:

October 4; November 7, 2007 (Unable to meet on December 6)	KWIB Executive Committee
October 24; December 12, 2007	KWIB Full Board
December 5, 2007 (Unable to meet on October 3)	WorkWise! Consortium

Board approval on the final plan was received on December 12, 2007 prior to it being sent to the Workforce Development Council.

The following public notice was announced in the Garden Island newspaper on November 8, 2007:

PUBLIC NOTICE
WORKFORCE INVESTMENT ACT OF 1998
LOCAL AREA PLAN FOR PROGRAM YEARS 2007 – 2009

The County of Kaua'i is in its last year of its Workforce Investment Act of 1998, Local Area Plan for Program Years 2005- 2007. Pursuant to Hawaii State plans and instructions, the Kaua'i County Workforce Investment Board has developed and published its draft Local Area Plan for Program Years 2007 – 2009 and is providing citizens an opportunity to examine its contents and to submit comments on the draft Local Area Plan.

PUBLIC COMMENT PERIOD

The proposed Local Area Plan for Program Year 2007 – 2009 will be available for public review and comment from November 08, 2007 to December 08, 2007 on the County of Kauai Website www.kauai.gov, under the "What's New" section, also at the Hawai'i State Public Libraries in Lihue, Kapaa, Princeville and Waimea and at the following location, Monday through Friday, 7:45 a.m. to 4:30 p.m., except on holidays.

County of Kaua'i
Mo'ikeha Building
Office of Economic Development
4444 Rice Street, Suite 200
Lihue, HI 96766

A copy of the proposed Local Area Plan will be mailed to any interested person who requests a copy by calling (808) 241-6389.

Citizens who wish to comment on the proposed plan must submit their comments in writing to the above address or fax to (808) 241-6399, to be received by December 8, 2007, in order for the Kaua'i County Workforce Investment Board to finalize the Local Area Plan prior to submittal to the State.

The Kaua'i County Workforce Investment Board will consider any comments and views expressed by citizens on the proposed Local Area Plan for Program Years 2007 – 2009, and may modify the Plan, if it deems appropriate.

By Authority of the Kaua'i County Workforce Investment Board

Irving Soto
Chairman

Jan Miyamoto
County of Kaua'i
Workforce Investment Act Administrator

2. Describe how comments were considered in the plan development process.

No “public” comments specific to the posted written plan were received other than from KWIB members. Members of the KWIB provided comments during the plan development and in final draft review (as indicated under #1 of this section).

3. Summarize and include as an attachment public comments on the draft Local Area Plan, particularly those that express disagreement with the plan. Please include information on LWIB response to the comments.

No public comments were received.

XI. PLAN MODIFICATION

Formal modifications to the local plan are to be submitted to the WDC when:

- 1. there are significant changes in local economic conditions*
- 2. changes in partner-provided services*
- 3. changes to the LWIB structure, or*
- 4. strategies need to be revised to meet performance goals*

Situations in which formal modifications to the Kaua'i plan may be required include significant changes in local economic conditions, changes in the financing available to support WIA-Title I and partner-provided WIA services, changes to the LWIB structure, or a need to revise strategies to meet performance goals. It is important to recognize that ensuring a workforce development system consistently responsive to Kaua'i's labor market needs will require changes in the design, delivery, and assessment of the system itself. Commensurately, the WIB views the local plan as a living document which should and will be reformulated as information becomes available.

18. Describe the county's strategy for providing reemployment services to UI claimants most likely to exhaust benefits

Re-employment services will include, but not be limited to:

- Registration and documentation of claimant's active search for work (three contacts each week) in order to fulfill the UI work test requirement,
- Worker Profiling Program – UI identifies claimants most likely to exhaust their benefits and refers them to WDD for worker profiling orientation session held weekly and for mandatory participation in job search activities.
- For those not in the Worker Profiling Program, the same Wagner-Peyser services are available for claimant's voluntary participation.
- Wagner-Peyser reemployment services offered to UI claimants who meet the UI eligibility for services.
- Job search, including instruction in use of HireNet Hawai'i job match system, and placement assistance services offered to claimants.

Through Federal Reemployment and Eligibility Assessment program funding, staff provide expanded reemployment services to claimants. Each week 10 – 20 claimants are selected from the UI pool, UI staff interview them in the One-Stop Job Center and assess eligibility requirements. Claimants are then offered opportunity to meet with WDD staff for further services and assistance in seeking work and enhancing their employability.

Twice a week, UI staff members meet UI claimants at the One-Stop Job Center to review their case, conduct job search efforts and introduce claimants to other services and staff available to assist them through the one-stop system.

19. Describe the competitive process that the LWIB uses to award grants and contracts for intensive services that are not provided by the One-Stop Job Centers.

KWIB does not award grants and contracts outside of the one-stop system for intensive services.

20. Describe past activities and current plans to support the introduction and embedding of continuous improvement concepts into your One-Stop and training programs.

The service providers and WIA Administrator review the quarterly performance report to identify where our programs are not meeting performance goals and then research data to determine potential cause(s). Through discussion with staff, an action plan is developed